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ABSTRACT

This is one of several module clusters developed for the Camden Teacher Corps project. This module cluster is designed to introduce students to urban studies through the application of a geographic approach. Although geography shares with other social sciences many concepts and methods, it has contributed a distinctive set of viewpoints and a unique spatial focus. Understanding these approaches, achieving a competence in several techniques cf urban analysis, and gaining some experience in applying the principles learned comprise the general objectives of this cluster. There are eight modules in this cluster: a) Rise of Urbanism and the Nature and Growth of Cities; b) Urban Problems in a Geographic Context; c) External Relations and Internal Structure of Cities; d) Techniques of Urban Analysis; e) Comparative Study of American and Foreign Cities; f) Instituting Change in the Urban Environment; g) New Towns and Future Regional Development; and h) Application of Principles cf Urban Geography: Planning an Urban Environment. For each module objectives, prerequisites, preassessment, instructional activities, postassessment, and remediation activities are stated. (JA)

ED 090188

Module Cluster: UG - 001.00 (GSC)

Urban Geography

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SP 007 918

Department of Elementary Education

Reference System Designation:	UG - 001.00 (GSC)
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Developer:	Wade R. Currier Associate Professor Urban Geography
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State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

August 6, 1973

Dear Colleague:

Our involvement in the Camden Teacher Corps Project has resulted in the development of several module clusters. The clusters are the primary mode of instruction in this competency-based teacher education program. The program follows the guidelines set forth by the U.S. Office of Education, Department of H E W.

Many of these modules are based on a list of teacher competencies which has been developed by members of the Elementary Education Department. The list represents the core competencies and is intended to be representative of a behavioral approach to teaching. These competencies comprise the nucleus of Glassboro's teacher education program.

All these modules specify competencies and describe a scenario for self-paced learning in a field oriented setting. Clearly this is a process which is in marked contrast to the accumulation of credits acquired primarily in college classrooms.

We invite your use, criticism, and refinement of these modules as a means of joining us in creating a more generative climate for developing competent, open, and hopefully healthy-minded teachers.

Sincerely yours,

F. Goodfellow

Frank Goodfellow
IHE Coordinator-Camden Teacher
Corps Project
Chairperson, Elementary Education Dept.

Instructions for Using a Glassboro State College Module Cluster

A Glassboro State College Module Cluster aims at arranging a learning experience in a very specific way. The goal of the cluster is to facilitate successful, self-paced learning for the student.

1. Glassboro State College module clusters are intended to be used by students with the cooperation of an instructor. The instructor will give a brief explanation about the particular modular cluster. This should include the rationale for the cluster as well as general arrangements for completing the module.

2. After the initial meeting with the instructor, the student can begin work on the module cluster. Within a cluster the modules are presented sequentially.

3. When a student begins to study a module, he should first read the Objective, Prerequisite, and Pre-assessment sections. A number of alternatives are then available. For example, the student may decide after reading the pre-assessment procedures that he is competent in that area. He may then complete the entire pre-assessment and discuss the results with the instructor. The instructor will then be able to verify the student's competence.

4. A second choice is possible if the student feels unsure of the material as presented in the pre-assessment. He can then skip the pre-assessment and complete the module step by step, including the post-assessment procedures.

5. The instructor will consult with the student after the post-assessment is completed. At this point if the student and instructor feel the competency involved has been demonstrated, the student will move to the next module in the cluster. If the post-assessment reveals some deficiency, remediation will be assigned and another form of post-assessment will then be used.

UG - 001.00 (GSC) Urban Geography

General Objectives of the Module Cluster

This module cluster is designed to introduce students to urban studies through the application of a geographic approach. Although geography shares with other social sciences many concepts and methods, it has contributed a distinctive set of viewpoints and a unique spatial focus. Understanding these approaches, achieving a competence in several techniques of urban analysis, and gaining some experience in applying the principles learned comprise the general objectives of this cluster.

Prerequisites to the Module Cluster

This cluster does not require students to have any prerequisite competencies other than those which typically would be considered as program entrance requirements.

Modules Within the Module Cluster

There are eight (8) modules in this cluster; they are as follows:

UG - 001.01 (GSC) - Rise of Urbanism and the Nature and Growth of Cities

UG - 001.02 (GSC) - Urban Problems in a Geographic Context

UG - 001.03 (GSC) - External Relations and Internal Structure of Cities

UG - 001.04 (GSC) - Techniques of Urban Analysis

UG - 001.05 (GSC) - Comparative Study of American and Foreign Cities

UG - 001.06 (GSC) - Instituting Change in the Urban Environment

UG - 001.07 (GSC) - New Towns and Future Regional Development

UG - 001.08 (GSC) - Application of Principles of Urban Geography: Planning an Urban Environment

UG - 001.01 (GSC) Rise of Urbanism and the Nature and Growth of Cities

Objectives

The student will gain an understanding of the principal factors, characteristics and trends in the evolution of urban settlement and will be able to identify the significance of current and projected growth trends.

Prerequisites

Those stated for the module cluster.

Pre-assessment

The student may describe in writing (either in a closed test situation or a prepared essay) the main factors in the growth of cities, tracing major periods of development from earliest times to the present, emphasizing environmental and socio-economic conditions that have contributed to the phenomenal growth of urbanism. The student will also include a short analysis of future projections based on past and current trends of growth.

Instructional Activities

1. Read Chapters 2 (Rugg) and 1 (Hall).
2. Read appropriate chapters in sources listed in appendix.
3. Attend seminar.

Post-assessment

The student will utilize alternate forms of the pre-assessment or make an appointment with the instructor to discuss results of the instructional activity.

Remediation

Any remediation activities will be decided upon through consultation with the faculty advisor/instructor.

UG - 001.02 (GSC) Urban Problems in a Geographic Context

Objectives

The student will be able to identify and discuss major urban problems, both physical and cultural, that are characteristic of cities. The student will be able to emphasize their interrelationships and suggest approaches to their solution.

Prerequisites

UG - 001.01 (GSC)

Pre-assessment

Students may demonstrate their knowledge of urban problems in a closed, essay-test situation. The quality of the essay will be assessed by the faculty advisor/instructor. The paper will be deposited in the student's module completion file.

Instructional Activities

1. Attend seminar.

2. Read Chapters 1 (Rugg), 2 (Herbert), 1 (Detwyler & Marcus), and other appropriate chapters from reading list, especially chapters in (Albaum).

3. Survey teachers, persons in city government, social scientists or others who may be able to give dimension to the variety of urban problems. (This is an alternative learning activity.)

Post-assessment

Evidence of understanding of the complexities and interrelationships of urban problems, as well as approaches to their solutions, may be given in written or oral form to the instructor. If alternate learning activity (3) is used, a summary of surveys/interviews will be presented to the instructor along with student's comments and recommendations.

Remediation

Use of additional resources will be advised. Evaluation will be agreed upon between student and instructor.

UG - 001.03 (GSC) External Relations and Internal Structure of Cities

Objectives

The student will be able to identify and analyze the variety of external relations of cities (their hinterlands and areas of influence) and internal forms and structure.

Prerequisites

UG - 001.02 (GSC)

Pre-assessment

The student will give written evidence in a closed test situation of achievement of module objectives.

Instructional Activities

1. Read Chapters 3, 4, and 5 (Rugg), article by Nelson (Bourne), and appropriate colateral material from the reading list.

2. Attend seminar.

3. Analysis of slides, aerial photographs, and other visual resources.

Post-assessment

Evidence of completion of objectives may be presented in written form to the instructor or may be communicated through discussion with the instructor.

Remediation

To be determined following conference.

UG - 001.04 (GSC) Techniques of Urban Analysis

Objectives

To become aware of and gain minimal competence in techniques of measurement and analysis used in the study of urban areas.

Prerequisites

UG - 001.02 (GSC) and UG - 001.03 (GSC)

Pre-assessment

Presentation of satisfactory evidence that objectives of module can be met.

Instructional Activities

1. Seminar with instructor.
2. Directed activities utilizing maps, aerial photographs and census data.
3. Directed field activities, including collection of data and preparation of a land use map, and/or isochronal charts and traffic flow maps, field checks of aerial photography and field interviews.
4. Readings, especially (Bourne) and (Herbert).
5. Analysis of Urban Planning Kit materials.

Post-assessment

Evaluation by written (closed test) and assessment of directed activities.

Remediation

Cannot be predetermined; will depend on conference with the instructor.

UG - 001.05 (GSC) Comparative Study of American and Foreign Cities

Objectives

The student will be able to compare at least four (4) major American cities and four (4) foreign cities demonstrating a perception of similarities and differences among them in their patterns of growth, types of problems and planning objectives.

Prerequisites

Completion of modules UG-001.01 (GSC) and UG-001.02 (GSC).

Pre-assessment

Pre-assessment will consist of a series of written reports as follows:

1. Comparison of New York City with London, Paris, and Tokyo with respect to origin, growth, problems and outlook.

2. Contrast concepts of development between American and Soviet cities.

3. A concise analysis of any standard Metropolitan Statistical area in the United States.

Instructional Activities

1. Read Chapters 6 (Rugg), 2, 3, 6, 7, and 8 (Hall); and selected readings from appendix.

2. Attend seminars.

3. View and analyze slides and other graphics of selected cities.

Post-assessment

Alternative forms of pre-assessment.

Remediation

Consultation with instructor will determine procedure.

UG - 001.06 (GSC) Instituting Change in the Urban Environment

Objectives

The student will be able to identify concepts and procedures by which changes are effected in the urban environment. These will include, but are not limited to, planning, zoning laws, urban renewal, annexation ordinances, environmental protection laws, and others.

Prerequisites

UG - 001.05 (GSC)

Pre-assessment

A written, closed test situation may be arranged with the instructor.

Learning Activities

1. Attend seminar with instructor.
2. Read Chapter 7 (Rugg) and appropriate chapters and articles from reading list.
3. Interviews with municipal and/or county planning officials. (This is an optional activity.)

Post-assessment

Submission of written material consisting of notes on seminar, readings, and interviews (if any).

Remediation

To be determined by instructor.

UG 001.07 (GSC) New Towns and Future Regional Development

Objectives

The student will gain a knowledge of past and present developments in the planning and building of new towns and the projected development of urban regions.

Prerequisite

UG - 001.05 (GSC) and UG - 001.06 (GSC).

Pre-assessment

Submission of a paper written by student in outline form indicating comprehension of the topics in the objectives.

Learning Activities

1. Attend seminar.

2. View and analysis of slides of new towns in Europe and the United States.

3. Read Chapter 9 (Hall) and selected readings (especially articles in Vols. I and II (Eldridge).

Post-assessment

Alternate forms of pre-assessment or group discussion will be used.

Remediation

To be determined in conference with the instructor.

UG 001.08 (GSC) Application of Principles of Urban Geography: Planning an Urban Environment

Objectives

Through directed group activities, the student will be able to apply concepts learned in previous modules of this cluster in a directed planning situation set up by the instructor.

Prerequisites

All other modules in this cluster (UG - 001.00 GSC).

Pre-assessment

Submission of a comprehensive plan for the development of a theoretical new town of 100,000 population, giving evidence of the student's mastery of the objectives. Consultation with instructor is necessary if pre-assessment is selected.

Learning Activities

1. Directed group activities in the selection and development of a suitable site for a city of 100,000 population.

2. Directed activities in which students may select one or more planning areas (e.g., housing, economic base, transportation, governmental, or environmental) to be used in the cooperative construction of a model new town.

3. Informal discussions with co-workers to determine policies and procedures for the planning exercise.

4. Appropriate readings from resource appendix.

5. Preparation of final group report, either written or oral.

Post-assessment

Private discussion with instructor of student's contribution to the planning project.

Remediation

To be determined from conference with instructor.

Appendix to UG - 001.00

Urban Geography: Selected Textual Sources

Primary Sources

1. Hall, Peter, The World Cities 1966 (McGraw-Hill).

2. Rugg, Dean, Spatial Foundations of Urbanism 1972 (Wm. Brown Co.).

Supplementary Sources

1. Albaum, Melvin, Geography and Contemporary Issues 1973 (J. Wiley & Sons).

2. Bourne, Larry (ed.), Internal Structure of the City 1971 (Oxford University Press).

3. Cities: Their Origin, Growth and Human Impact (Readings from Scientific American) 1973 (W.H. Freeman Co.).

4. Detwyler, T. and Marcus, M., et al, Urbanization and Environment 1972 (Duxbury Press).

5. Eldredge, Wentworth (ed.), Taming Megalopolis 2 Vols. 1967 (Doubleday & Co.).

6. Ewald, William (ed.), Environment for Man: The Next Fifty Years 1967 (Indiana University Press).

7. Gottman, Jean and Harper, Robert, Metropolis on the Move: Geographers Look at Urban Sprawl 1967 (J. Wiley & Sons).

8. Herbert, David, Urban Geography: A Social Perspective 1972 (Praeger Publications).

9. Rose, Harold, The Black Ghetto: A Spatial Behavioral Perspective 1971 (McGraw Hill).

Check-off Sheet for Modules in UG - 001.00 (HSC) *

Modules	Date	Instructor Signature
.01	_____	_____
.02	_____	_____
.03	_____	_____
.04	_____	_____
.05	_____	_____
.06	_____	_____
.07	_____	_____
.08	_____	_____

Student Signature: _____

* To be completed in duplicate

Check-off Sheet for Modules in UG - 001.00 (GSC) *

Modules	Date	Instructor Signature
.01	_____	_____
.02	_____	_____
.03	_____	_____
.04	_____	_____
.05	_____	_____
.06	_____	_____
.07	_____	_____
.08	_____	_____

Student Signature: _____

* To be completed in duplicate

About The College

Located in South Jersey, Glassboro State College is just 20 miles southeast of Philadelphia and Camden. Twenty-five buildings fill the 200 acres of this co-educational college, which has 6,000 full-time and 6,000 part-time students.

GSC offers bachelor's degrees in 3 major areas: professional studies, arts and sciences and fine and performing arts.

In professional studies we offer teaching degrees in areas ranging from elementary through high school.

You can major in one of 15 programs in the arts and sciences, including communications, journalism, law/justice, political science, chemistry and administrative studies (accounting, marketing, management).

In fine and performing arts we offer degrees in art, music and speech and theatre.

GSC also offers an M.A. degree in 20 areas of teacher education.